



NORTH CAROLINA Educator Effectiveness Update

Halifax County Schools Staff • August 6, 2012



Materials for Today



<http://thismeeting.wikispaces.com>

Teacher Effectiveness and Support for Growth



Using meaningful
evaluation to
increase
effectiveness of
teachers and
leaders



Overview for Today

Rationale - MET Research - Standard 6 & 8 - Status - Support



1. Rationale

Why we are doing this?

2. MET Research

Key ideas from recent research

3. Standard 6 & 8

How we'll include student growth in educator evaluations

4. Status

Determining educator effectiveness status

5. Support

Professional development for improving practice

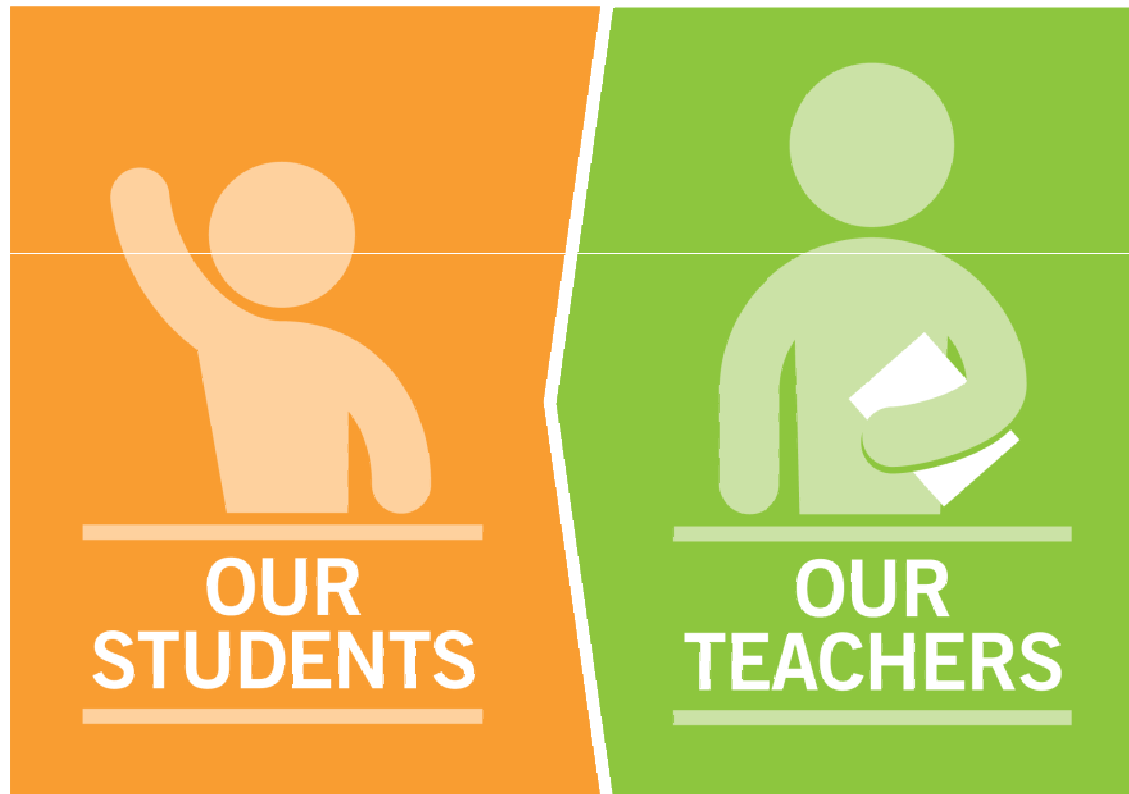
Overview

Rationale - MET Research - Standard 6 & 8 - Status - Support



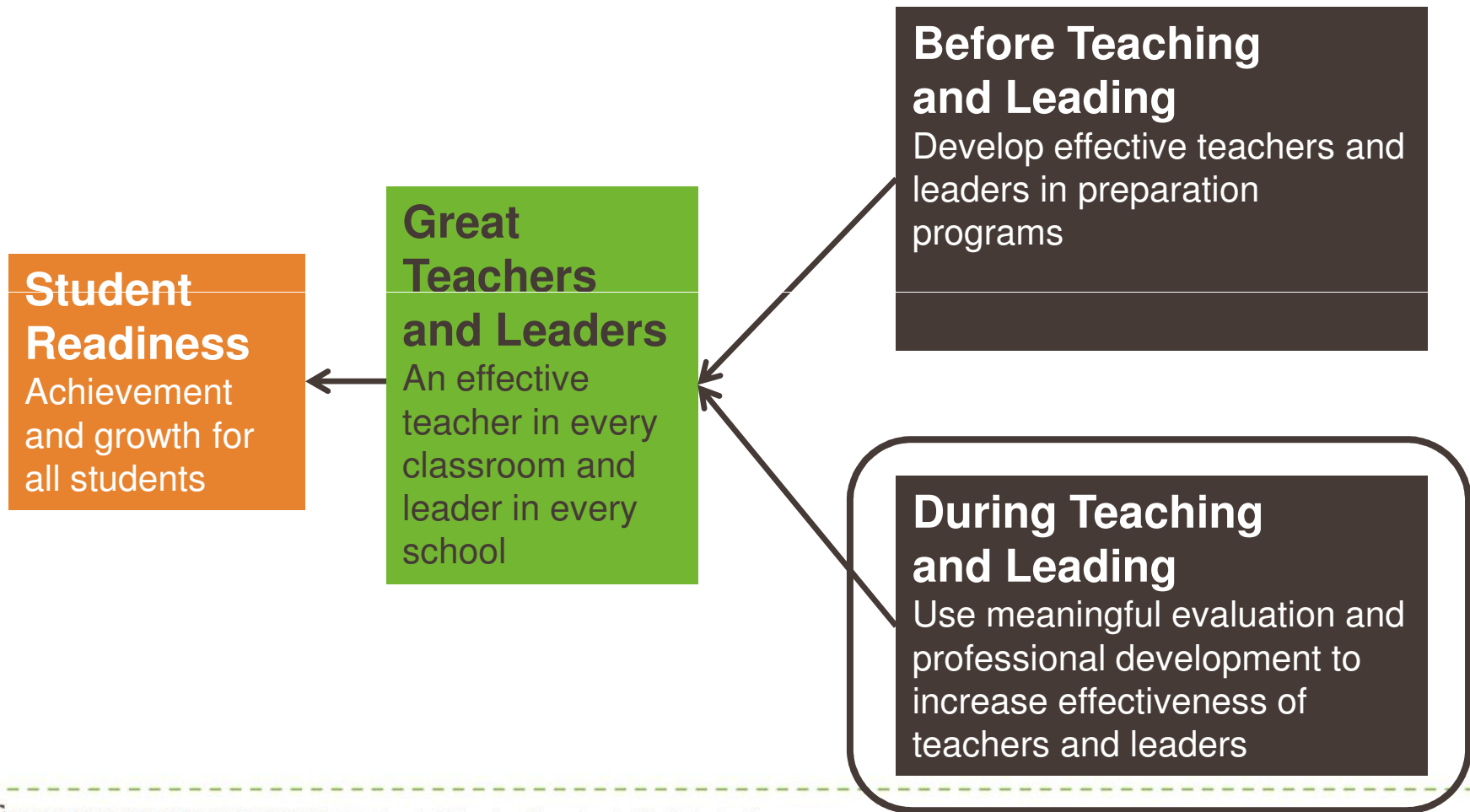
The central focus of **READY** is improving student learning ...

by enabling and ensuring great teaching.



What is our goal?

Rationale - MET Research - Standard 6 & 8 - Status - Support



What is our goal?

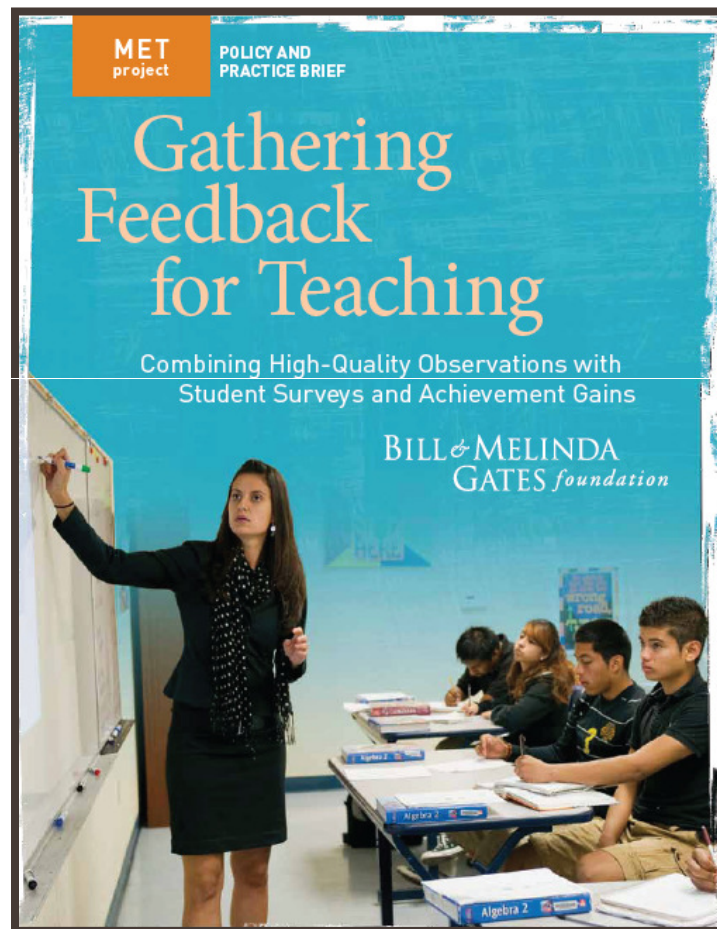
Rationale - MET Research - Standard 6 & 8 - Status - Support



Big Question:
What is the best
approach to
Educator Evaluation
and how do we get
NC there?

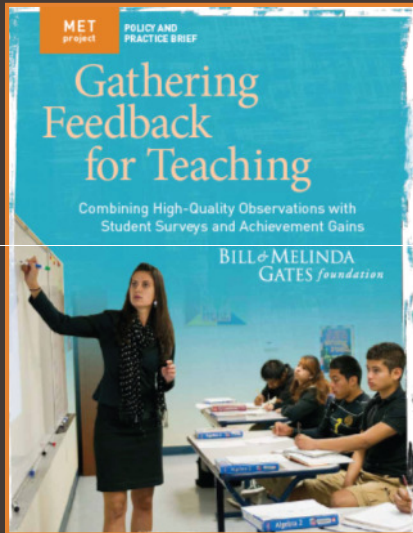
Measures of Effective Teaching

Rationale - **MET Research** - Standard 6 & 8 - Status - Support



Measures of Effective Teaching

Rationale - **MET Research** - Standard 6 & 8 - Status - Support



This research suggests:

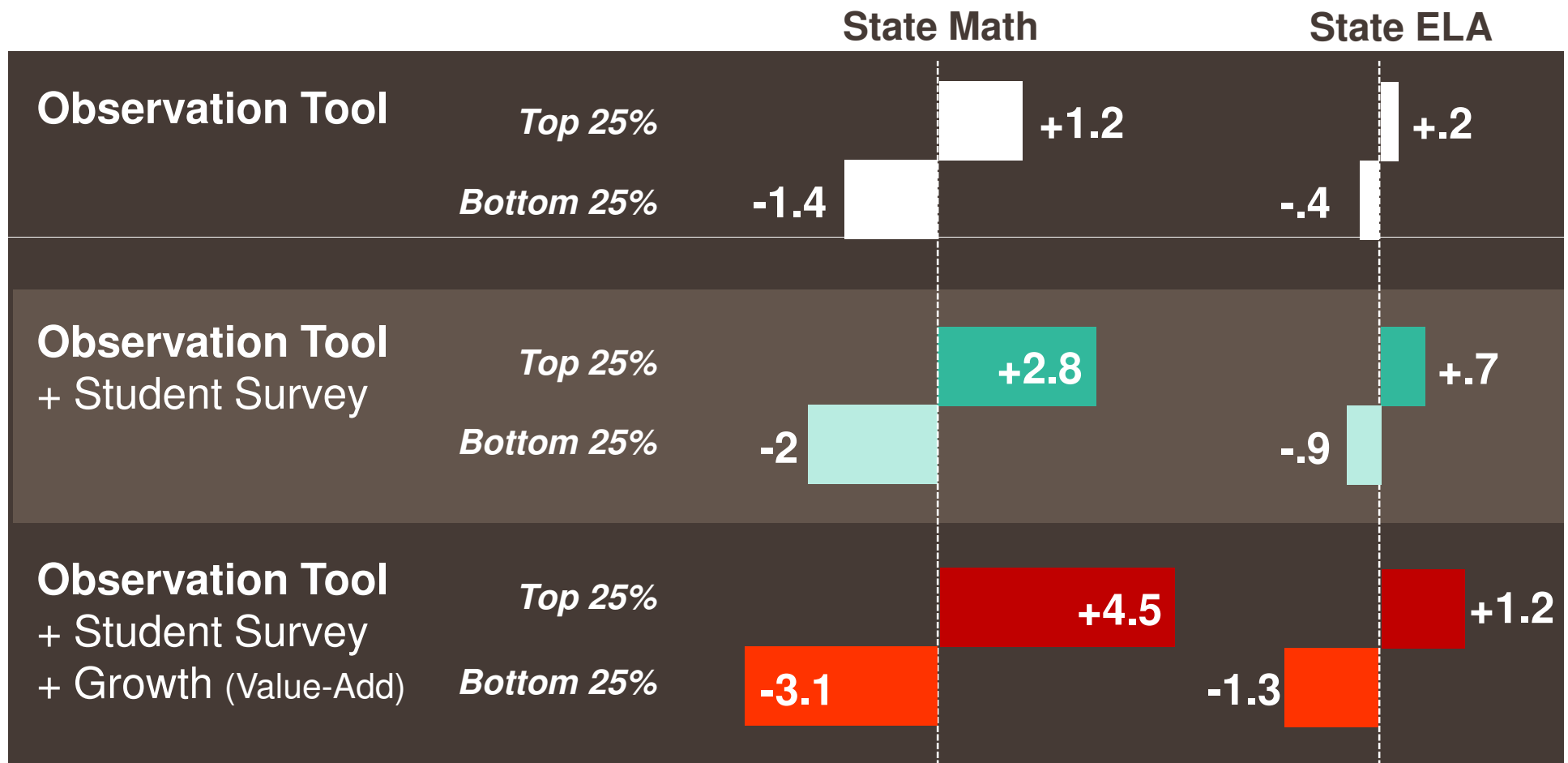
- **Multiple measures** are important.
- Including **student growth** improves objectivity of evaluation.

Observation + Other Measures

Rationale - **MET Research** - Standard 6 & 8 - Status - Support



Months of Learning Gained or Lost

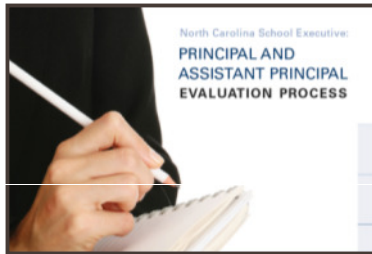


What We Have

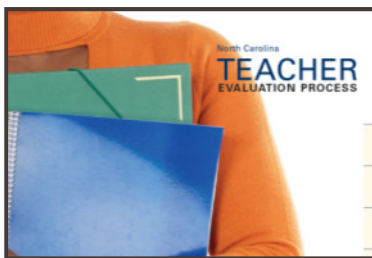
Rationale - **MET Research** - Standard 6 & 8 - Status - Support



Evaluation Tools



Standards 1-7



Standards 1-5

Some Assessments to Measure Growth

End of Grade
End of Course
VoCATs

Standard 8

End of Grade
End of Course
VoCATs

Standard 6

From the MET...

- ☒ Observation Tools
- ☒ Assessments to Measure Growth
- ☐ Student Survey

Exploring
*Pilot in 47 LEAs in
2011-12*

Observation + Other Measures

Rationale - MET Research - Standard 6 & 8 - Status - Support



- **Standard 6 and 8**

**We need a state-adopted growth model
and a fair 6 & 8 rating strategy**

- **Status**

**We need an overall method to determine
educator effectiveness status**

- **Measures of Student Learning (MSLs)**

**For those grades and subjects that are currently non-
tested, we need ways to measure growth**

Standards 6 & 8 – The Basics

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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Principals (and other Administrators)

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro- political Leadership	8 Academic Achievement Leadership
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Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



Standard 6 and 8
are measures of

Growth

Principals



Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



We will use

Educator Value-Added Assessment System **EVAAS**

for standards 6 & 8 when possible

Principals



Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



How do Value-Added models work?

- They measure growth by predicting how well a student will do on an assessment.

Principals



How do they predict how well the student will do?

- They look at previous test scores and estimate how well the student should do at the end of the year.
Every student must grow based on where they start.

Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



Principals



**How will the ratings on
Standards 6 & 8 work?**

Principal Rating Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Principals



5 Rating Categories

Not Demonstrated
Developing
Proficient
Accomplished
Distinguished

3 Rating Categories

Does not Meet Expected Growth
Meets Expected Growth
Exceeds Expected Growth

Teacher Ratings Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



5 Rating Categories

Not Demonstrated
Developing
Proficient
Accomplished
Distinguished



3 Rating Categories

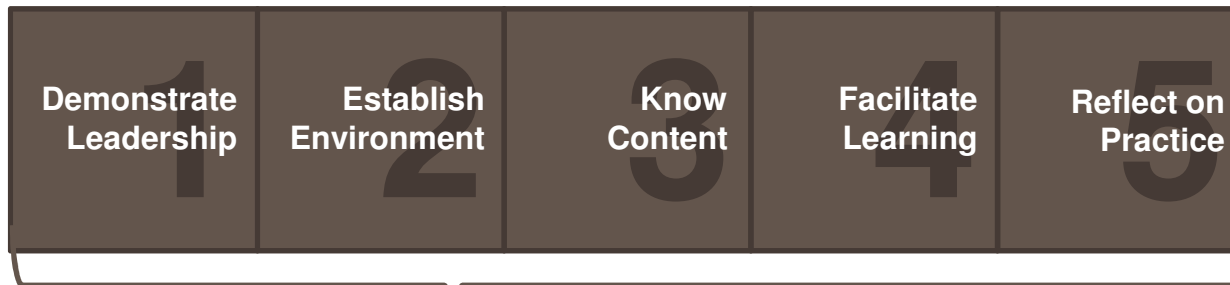
Does not Meet Expected Growth
Meets Expected Growth
Exceeds Expected Growth

Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



5 Rating Categories



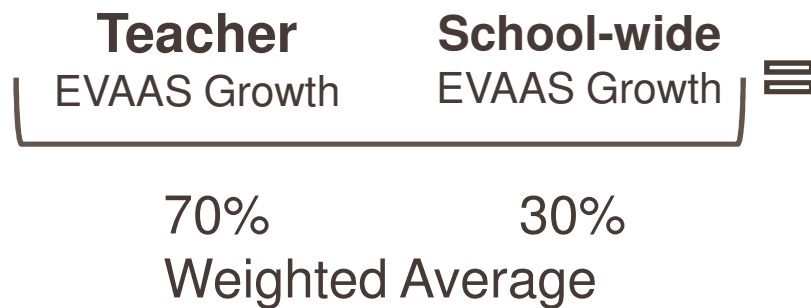
3 Ratings Categories

Why the difference?

Identifying only three rating categories on **standard 6 & 8** improves certainty of categorization.

Teacher Ratings in 2011-12

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Yearly Rating

6

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes.

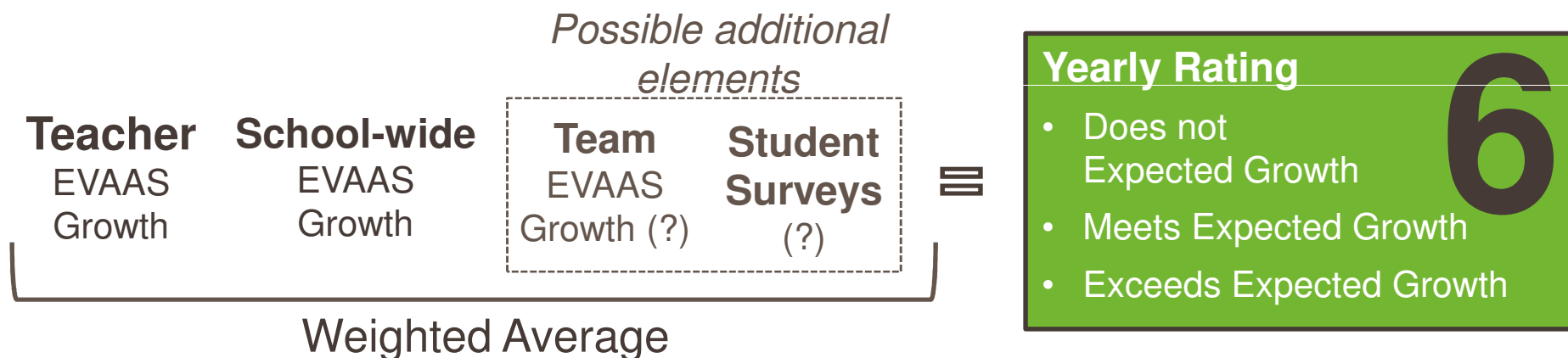
Note: *In 2011-12, teachers without individual EVAAS growth will have school-wide growth for Standard 6.*

Teacher Ratings in 2012-13

Rationale - MET Research - **Standard 6 & 8** - Status - Support



The first year that Standard Six “counts” for a teacher is 2012 – 2013.



Principal Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



- Standards 8 rating will be determined using school-wide EVAAS growth

**School-wide
EVAAS
Growth**

=

Yearly Rating

- Does not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth

8

Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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Principals

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro- political Leadership	8 Academic Achievement Leadership
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Key Note on Ratings

- Every educator is evaluated every year
- **Each standard and rating stands on its own (1 out of 6, not 1/6)**
- Ratings are used to create professional development plans each year
- Ratings are used to determine **status**

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



**What is the difference
between Ratings and
Status?**

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



Ratings

- **Teachers**
6 separate ratings to help teachers grow each year
- **Principals**
8 separate ratings to help principals grow each year

Status

- A single overall status that is determined once a principal or teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
 1. **In Need of Improvement**
 2. **Effective**
 3. **Highly Effective**

Status and Standard 6 & 8

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- An educator receives an effectiveness **status** only once she has **3 years of data** on Standard 6 or 8
- A **3-year rolling average** of growth data from standard 6 or 8 is used as part of determining overall **status**
- First year for a **status** for any teacher is 2014 – 2015

3-Year Rolling Average Teacher

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



Rating from
2012 - 2013

Rating from
2013 - 2014

Rating from
2014 - 2015

Standard 6	Standard 6	Standard 6
1.0 Met Expected Growth	.8 Did not meet Expected Growth	1.2 Met Expected Growth

$$1.0 + .8 + 1.2$$

3

$$= 1.0$$

Met Expected Growth
3- year average rating on
standard 6 for
determining **status**

Note: A similar methodology applies to principals as well.

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



So once a educator has a
three-year average rating
for Standard 6 or 8, how
is **status** determined?

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective

Teacher Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support



		In Need of Improvement	Effective	Highly Effective
Standards 1-5 In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-5</i>	<i>Accomplished or Higher on Standards 1-5</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> Demonstrate Leadership Establish Environment Know Content Facilitate Learning Reflect on Practice </div>		And/Or	And	And
Standard 6 Three-year rolling average $\left(\begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

Principal Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support



		In Need of Improvement	Effective	Highly Effective
Standards 1-7 In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-7</i>	<i>Accomplished or Higher on Standards 1-7</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div> <div> Strategic Leadership Instructional Leadership Cultural Leadership Human Resource Leadership Managerial Leadership External Development Leadership Micro-political Leadership </div>		And/Or	And	And
Standard 8 Three-year rolling average $\left(\begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

What Will Teachers See?

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**

North Carolina Educator Evaluation System Evaluation Summary Sheet

Name: Martha Washington **School:** Independence Elementary School
LEA: Freedom County Schools **Licensure:** Career-Status
Overall Status: Effective

Standard One: Teachers demonstrate leadership.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Two: Teachers establish a respectful environment.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Three: Teachers know the content they teach.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Four: Teachers facilitate learning for their students.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Five: Teachers reflect on their practice.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Six: Teachers contribute to the academic success of students.											
*Only three-year rolling average is used to determine overall status *											
Year One (2009 - 2010)			Year Two (2010 - 2011)			Year Three (2011 - 2012)			Three-Year Rolling Average *		
Individual Student Growth: -1.8 School-wide Student Growth: .1 Year One Growth: -1.72			Individual Student Growth: 1.2 School-wide Student Growth: .5 Year Two Growth: 1.13			Individual Student Growth: .7 School-wide Student Growth: .5 Year Three Growth: .68			0.03		
Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth

Overall Status:	Needs improvement	Effective	Highly Effective
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Support for Teachers

Rationale - MET Research - Standard 6 & 8 - Status - **Support**



**How will we support
Teachers in using the
evaluation system?**

Support for Teachers

Rationale - MET Research - Standard 6 & 8 - Status - **Support**



- Increased professional development (PD) and support in content and pedagogy
 - Common Core & Essential Standards
 - Data Literacy
 - Pedagogy for engaging students
- State PD Leads working with Local PD Leads to create strong, lasting communities of practice
- Online PD resources

Support

Rationale - MET Research - Standard 6 & 8 - Status - **Support**



**How will we support
Principals in using the
evaluation system?**

Support for Principals

Rationale - MET Research - Standard 6 & 8 - Status - **Support**



- Increased training and support in use of the instrument (Standards 1-5)
 - increased consistency/reliability
 - better information for teachers
- Increased professional development regarding instructional leadership and other management practices

Teacher Effectiveness and Support for Growth



Providing students
with a voice on
how they perceive
their learning
environment

The Role of Student Surveys



Student surveys can play a role in professional development for teachers, teacher evaluation, and school improvement

These surveys also capture specific teacher behaviors that lead to student success, which can be useful formative information for the professional development process

Evaluation Standards and Surveys

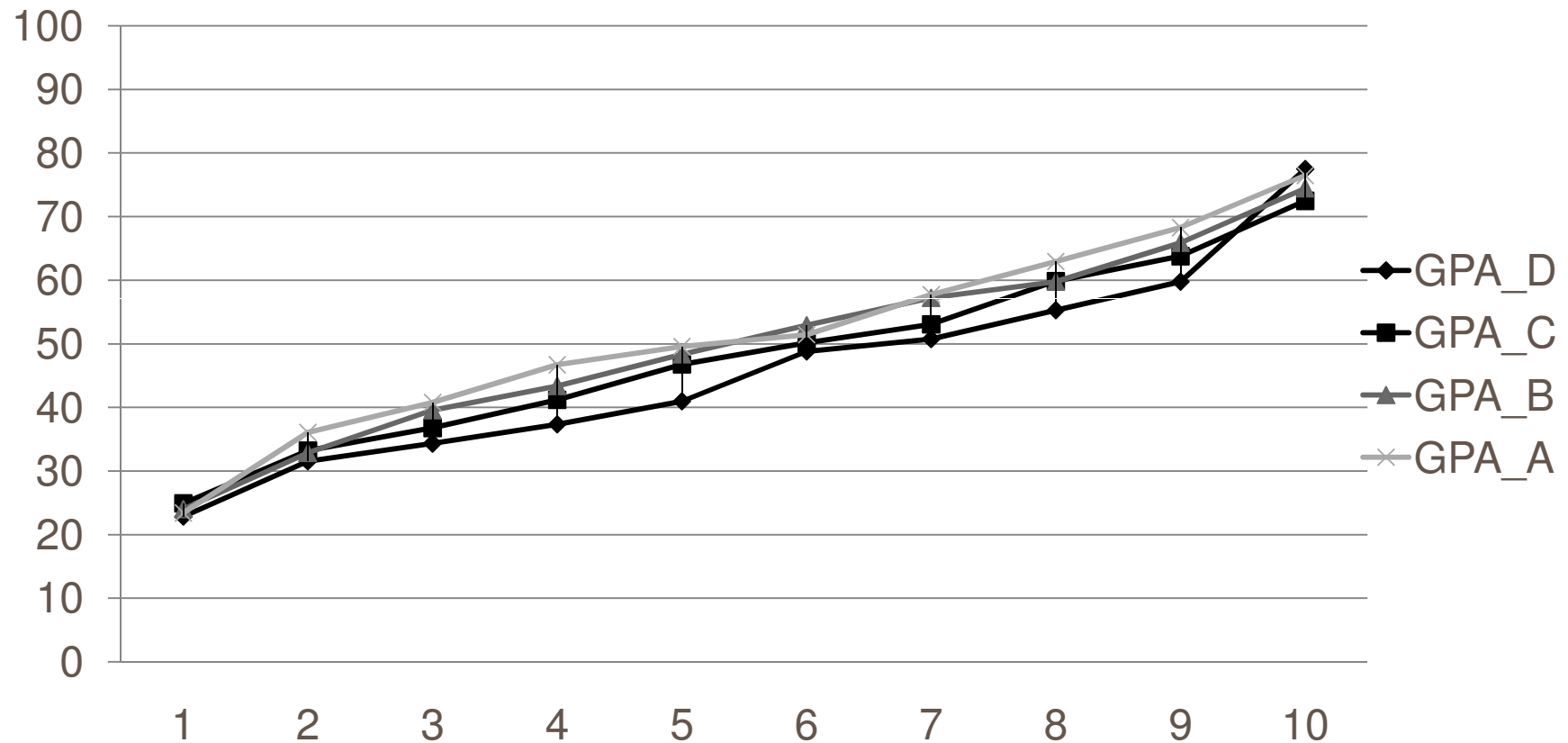
NC's Five Teacher Evaluation Standards.	Survey Constructs
Teachers:	Teachers:
1. Demonstrate leadership.	1. Control (Balanced classroom management)
2. Establish a respectful environment	2. Care
3. Know the content they teach	3. Clarify
4. Facilitate learning for their students	4. Challenge (effort & rigor) 5. Captivate 6. Confer
5. Reflect on their practice	7. Consolidate

Learning Gains and Surveys



	25 th Percentile	75 th Percentile
1. CARE: <i>My teacher in this class makes me feel that s/he really cares about me</i>	40	73
2. CONTROL: <i>Our class stays busy and doesn't waste time.</i>	36	69
3. CLARIFY: <i>My teacher explains difficult things clearly.</i>	50	79
4. CHALLENGE: <i>My teacher wants me to explain my answers – why I think what I think.</i>	59	83
5. CAPTIVATE: <i>My teacher makes learning enjoyable.</i>	33	72
6. CONFER: <i>My teacher wants us to share our thoughts.</i>	47	79
7. CONSOLIDATE: <i>My teacher takes the time to summarize what we learn each day.</i>	38	67

GPA and Surveys



NC's Pilot Program



By the Numbers:

147,000 students

3,300 teachers

900 schools

47 local education agencies

Survey Methodology



Focus on teachers in subjects/grades with state assessments (to allow for correlation with student growth)

All grades

Survey stratified on school and LEA:

- Size
- Wealth
- Prior student growth patterns
- Geographic location

Survey Administration



Paper and online versions (80% online/20% paper)

Long and short versions (50% long/50% short)

Administration window of April 16 to May 11 (with some exceptions)

Website with administration details accessible to all at <http://www.tripodproject.org/ncdpi/>

Results available online in late summer 2012

Teacher Effectiveness and Support for Growth



Measuring student
growth in all areas
of the curriculum



Measures of Student Learning



Measures of Student Learning
are being designed for non-tested
subjects for district use to populated
Standard 6

Guiding Principles



- NC's experienced teachers know their students and their content
- NC teachers are best-qualified to provide input on meaningful assessment of currently non-tested grades and subjects
- Valid measures of what students know and are able to do will likely exceed traditional multiple-choice assessment

What MSLs Are



- Measures of what students know and are able to do after completing a course or grade
- Tightly linked to the instruction that a teacher delivers
- **One** part of how North Carolina will evaluate the effectiveness of its teachers
- Similar to the common summative assessments that many districts already have in place

What MSLs Are Not



- Multiple-choice standardized exams for all areas of the Standard Course of Study
- Assessments that need to be delivered with the same level of security as EOCs and EOGs
- Designed without teacher input
- The only source of data used to make decisions about a teacher's effectiveness
- Part of the school accountability model

The Balancing Act

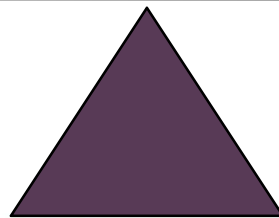


Freedom from Bias in
Results

High Levels of
Reliability

Ability to Feed Results
into EVAAS or Another
Sophisticated Growth
Model

High Levels of Content
Validity, with
Performance-based
Tasks



The Balancing Act



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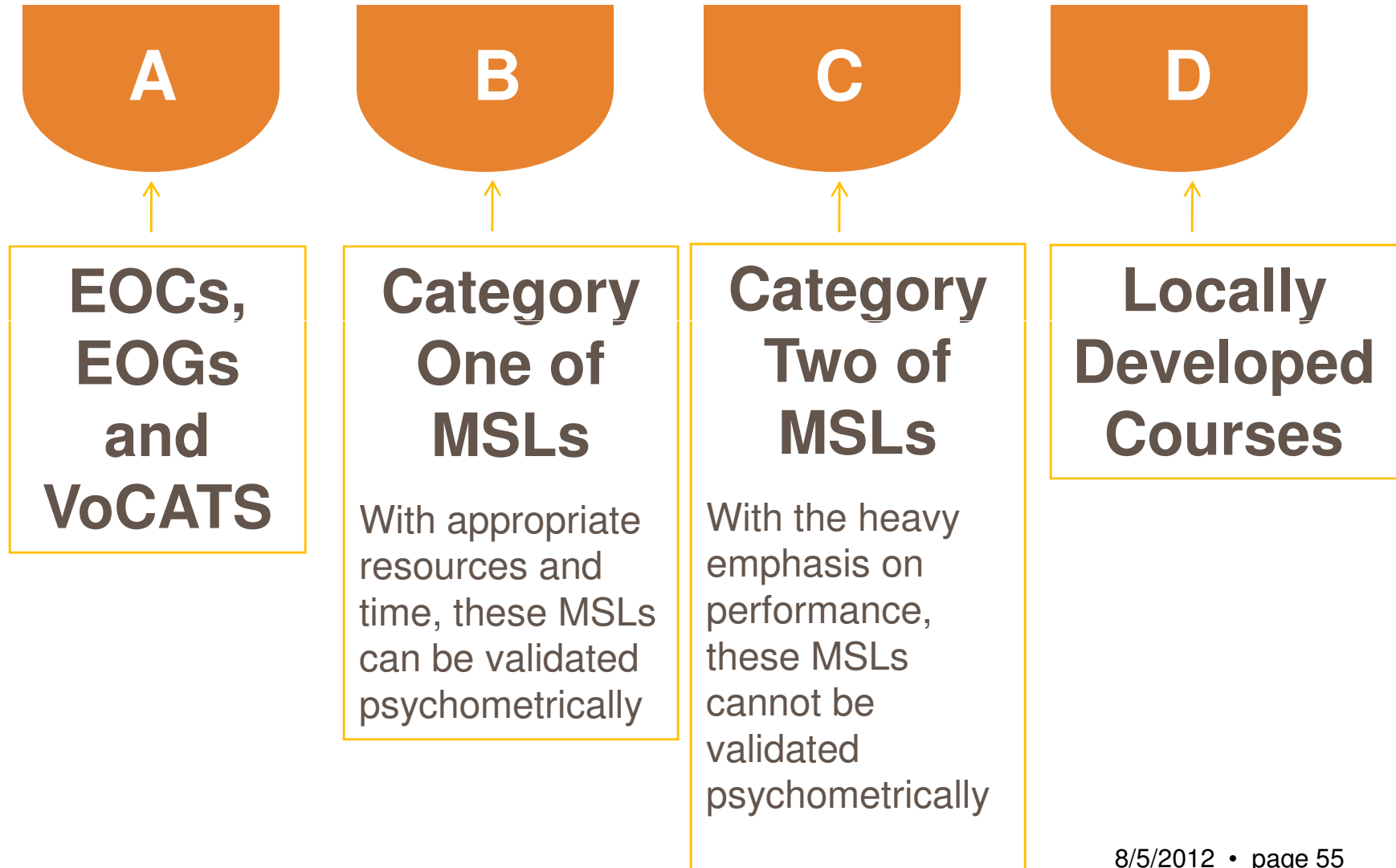
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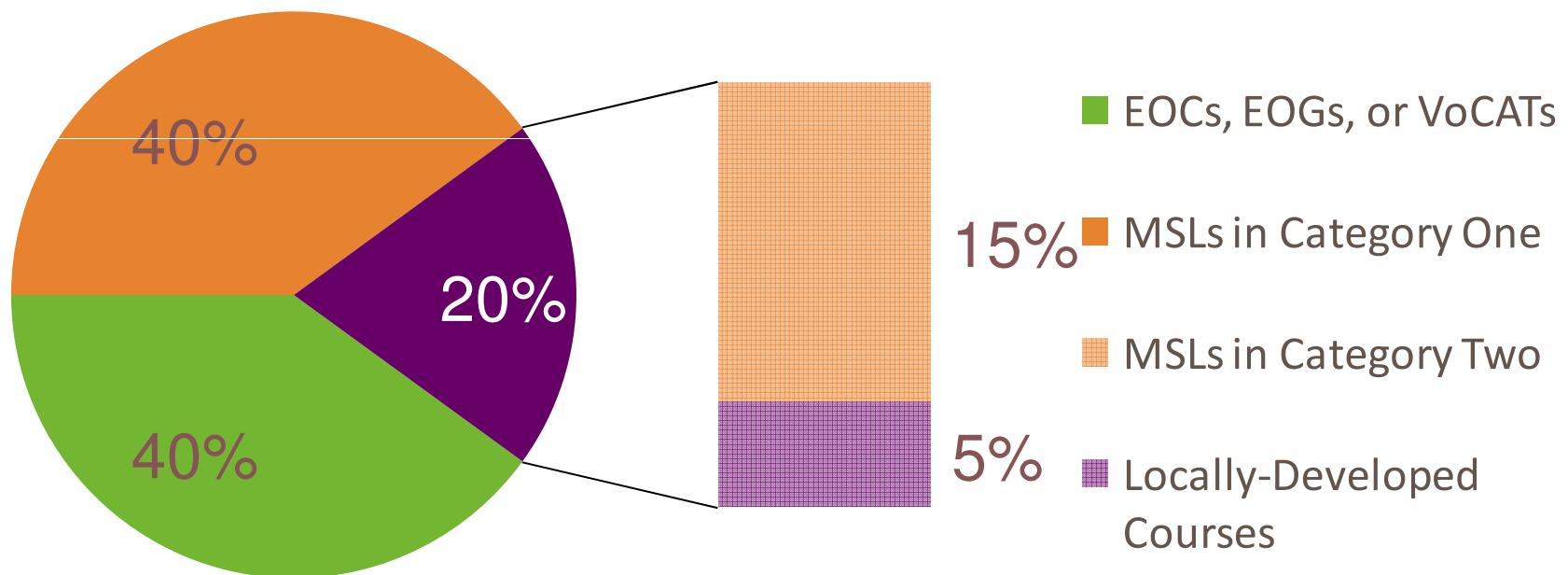
Four Buckets of Assessment



A Picture of Assessment



North Carolina Teacher Workforce



Three Phase Process



October 2011

Teachers design item specifications for all currently non-tested grades and subjects

Fall 2012

Teachers create rubrics and guidance for administering and scoring Measures of Student Learning

Summer 2012

Teachers review open-source items and items generated by external vendor(s)

Three Phase Process



October 2011

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Phase I: Create Groups



Developed list of all non-tested courses and grades in the
Common Core State Standards and NC Essential
Standards

Grouped courses and grades together into like-content
groups

Groups range from Extended Content Standards to
Chemistry to Elementary Theatre Arts to Social Studies
Electives

Phase I: Select Members



Designed an online application system for interested educators to apply to join one of the design groups

Advertised for the design groups

Selected educators from over 1,500 applications

Responded to LEA concerns and notified teachers of final selection decisions

Phase I: Ensure Representation



101 Local Education Agencies

10 Charter Schools

Department of Juvenile Justice and Delinquency Prevention

University of North Carolina

North Carolina Virtual Public School

Phase I: Provide Training



1. The Measures of Student Learning design process and how the Measures fit into the State's educator effectiveness work (DPI Leadership and RttT Project Management)
2. Assessment design, including potential item types, reliability, and validity (Assessment Design and Development)
3. Overview of the Common Core and NC Essential Standards (Curriculum & Instruction)

Phase I: Gather Feedback



Through three feedback protocols, teachers provided answers to the following critical question:

**What does meaningful
assessment in your content
area look like?**

Preliminary Feedback



Subject Area	Teacher Input
K-2 ELA	<ul style="list-style-type: none">•Student growth needs to be measured throughout the year, as opposed to a “one-time” opportunity•Student growth is measured through student writing, speaking, listening, and reading•Kindergarten ELA will need to have some type of pre-assessment•In grades 1 – 2, the previous year’s score could count as the starting point for measuring growth

Preliminary Feedback



Subject Area	Teacher Input
The Arts	<ul style="list-style-type: none">•Growth in the arts can be measured through performance-based tasks and selected-response items•Performance-based tasks can assess the “creation” elements of the Essential Standards•Selected-response items can assess the “culture and history” elements of the Essential Standards•Performance-based tasks need to be broad enough to cover curricular options. For example, a scale can be sung, played on a string instrument, or played on a wind instrument

Teacher Thoughts and Concerns



Appreciation, pride, and even joy that their content areas are now being valued and that the State is recognizing that they impact the learning of their students

Worry about finding a valid way to measure student learning in an art or PE class that meets once a month and one that meets every day

Value the input of teachers into the process

Doubt over the sustainability of these Measures of Student Learning after Race to the Top ends

Worry about a “test-heavy” environment for students, especially young children

Three Phase Process



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Phase II: Develop Framework



Validity framework and psychometric plan detail:

- Theory of Action
- Score Generation
- Propositions and Claims for Use
- Assessment Development Process
- Administration
- Scoring
- Item Calibration, Equating, and Scaling
- Data Collection Processes

Involvement of NC Technical Advisors

Phase II: Create Blueprints

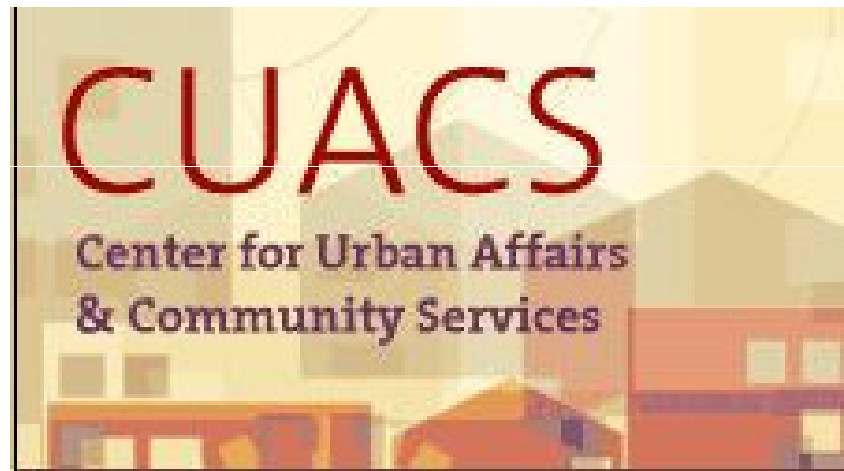


Course Group	Phase	Test	level	grade	Clarifying Objective Or Standard	Selected Response	Short Answer	Extend Response	Performance Task	Portfolio	Total	Priority Weight	Item Type	N_items or score points (assumes pool size of 200)
Science	1	Chemistry	CH	11	CHM.1.1.1	10					10	0.036	SR	7 to 8
Science	1	Chemistry	CH	11	CHM.1.1.2	10	1				11	0.034	SR	6 to 7
Science	1	Chemistry	CH	11	CHM.1.1.3	10	1				11	0.019	SR	3 to 4
Science	1	Chemistry	CH	11	CHM.1.1.4	10	1				11	0.018	SR	
Science	1	Chemistry	CH	11	CHM.1.2.1	10	1				11	0.024	SR	4 to 5
Science	1	Chemistry	CH	11	CHM.1.2.2	10	1				11	0.032	SR	6 to 7
Science	1	Chemistry	CH	11	CHM.1.2.3	10	1				11	0.019	SR	3 to 4
Science	1	Chemistry	CH	11	CHM.1.2.4	5	6				11	0.051	SR	10 to 11
Science	1	Chemistry	CH	11	CHM.1.2.5	10	1				11	0.033	SR	6 to 7
Science	1	Chemistry	CH	11	CHM.1.3.1	10	1				11	0.025	SR	5 to 6
Science	1	Chemistry	CH	11	CHM.1.3.2	6	2	2			10	0.029	SR	5 to 6
Science	1	Chemistry	CH	11	CHM.1.3.3	6	1	4			11	0.029	SR/ER	5 to 6

Phase II: Generate Items



Staff members at CUACS at NC State University are writing items to the specifications provided by teachers



Phase II: Review Items



Teachers return on rolling schedule to review items

First design group members return end of July 2012

- High School Science design group members
- High School World History, Civics and Economics, and American History II/II design group members
- English I, English III and IV design group members
- High School Mathematics design group members
- OCS design group members

Challenge: Bias and Reliability in Grading



Given the variety of items desired by the teacher design groups, educators will need to play a role in assessing student performance on Measures of Student Learning according to standardized rubrics

Their involvement introduces the risk for bias, even if teachers are not grading their own students' work

Teachers are concerned about when they will have time to grade the performance tasks in the Measures of Student Learning

Challenge: Equality Among Content Areas



Balance of instructional time between content areas

Ratings generated by a mathematical model and
those selected by principals based on data

Challenge: Secure Administration



Districts receive PDF files for all MSLs

Districts will be able to order answer sheets and modified assessments, or create their own

DPI will provide guidelines and best practices for administration and scoring

Fall MSLs

Question Types



English Language Arts (9th, 11th, and 12th grades)

Multiple-choice, short answer (with the answer needing to be a paragraph or less), short answer (with the answer needing to be one or two sentences), and one extended response (with the answer needing to be three paragraphs)

OCS English Language Arts (9th, 11th, and 12th grades)

Multiple choice and short answer (with the answer needing to be one or two sentences)

OCS Financial Management and Intro to Math

Multiple-choice

Geometry, Algebra II/Integrated III, Advanced Functions and Modeling, Pre-calculus

Multiple-choice and constructed response

OCS Applied Science

Multiple-choice

Earth and Environmental, Chemistry, and Physics

Multiple-choice and constructed response

U.S. History (2003 standards)

Multiple-choice

American History I, American History II, World History, Civics and Economics

Multiple-choice and constructed response

Contact Information



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